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**Advanced Specialty Set: Inclusion Specialist**  
 Aligned to the Advanced Preparation Standards for Special Educators  
 Approved by the CEC Board of Directors January 2022

<b>Standard 1: Assessment</b>	
<b>Knowledge</b>	
	None in addition to the Advanced Common Specialty Items (ACSI)
<b>Skills</b>	
SEIS.1.S1	Promote the use of evidence-based assessment strategies to monitor progress and inform instruction.
SEIS.1.S2	Develop individualized assessment methods that address the individual learning needs of students in inclusive settings.
SEIS.1.S3	Coordinate and lead decision-making related to multi-tiered systems of support in inclusive settings.

<b>Standard 2: Curricular Content Knowledge</b>	
<b>Knowledge</b>	
SEIS.2.K1	General education curriculum and standards across age and grade levels as well as content areas.
<b>Skills</b>	
SEIS.2.S1	Use evidence-based practices for content area instruction in inclusive settings to address specific student needs.

<b>Standard 3: Programs, Services, and Outcomes</b>	
<b>Knowledge</b>	
SEIS.3.K1	In-school and community-based evidence for transitions.
<b>Skills</b>	
SEIS.3.S1	Promote the development of classroom practices that integrate culturally responsive practices.
SEIS.3.S2	Incorporate principles of universal design for learning to provide all individuals with exceptionalities access to the general education curriculum, school programs, and activities.
SEIS.3.S3	Develop programs across a range of learning environments that promote positive academic, social, and behavioral outcomes.
SEIS.3.S4	Explicitly teach the self-determination skills needed for transition to community, workforce, or postsecondary settings.

<b>Standard 4: Research and Inquiry</b>	
<b>Knowledge</b>	
SEIS.4.K1	Research on evidence-based inclusive programs and practices.
<b>Skills</b>	

SEIS.4.S1	Analyze and evaluate student data to inform educational decisions and allocation of resources.
SEIS.4.S2	Collaborate with stakeholders in designing, implementing, and evaluating inclusive practices, policies, and procedures.

### Standard 5: Leadership and Policy

<b>Knowledge</b>	
SEIS.5.K1	Historical, social, and educational significance of legislation, litigation, advocacy, and other influences on the development of inclusive practices.
SEIS.5.K2	Existing barriers and opportunities that affect inclusive practices.
<b>Skills</b>	
SEIS.5.S1	Advocate on behalf of individuals with exceptionalities and their families related to appropriate and effective inclusive programs.
SEIS.5.S2	Support other stakeholders in understanding policies and research that guide practices related to inclusive programs.
SEIS.5.S3	Collaborate on school change initiatives that produce or improve effective and appropriate inclusive programs.
SEIS.5.S4	Provide leadership to influence inclusive policies and practices to improve outcomes for individuals.
SEIS.5.S5	Advocate for innovations that promote effective inclusive practices.

### Standard 6: Professional and Ethical Practice

<b>Knowledge</b>	
SEIS.6.K1	Barriers related to inclusive practices
<b>Skills</b>	
SEIS.6.S1	Develop and implement professional development that improves inclusive instructional practices and outcomes.
SEIS.6.S2	Engage in reflective inquiry and coaching to facilitate ongoing professional growth in self and others.
SEIS.6.S3	Ensure mandated supports and services are implemented in an inclusive environment by qualified, effective professionals.

### Standard 7: Collaboration

<b>Knowledge</b>	
SEIS.7.K1	Intersection of culture and collaboration.
<b>Skills</b>	
SEIS.7.S1	Facilitate group processes to address issues of inclusive practices and service delivery within systems of support.
SEIS.7.S2	Use a range of interpersonal and technology-based interactive formats to foster communication and collaboration.
SEIS.7.S3	Facilitate equity among participants even during difficult interactions.
SEIS.7.S4	Collaboratively promote family members' participation with stakeholders.

SEIS.7.S5	Model collaborative roles for educators and other service providers, including co-teaching, consultation, and teaming.
SEIS.7.S6	Ensure effective roles, responsibilities, and professional learning for paraeducators.